



Coit Anti-Bullying Policy

This policy has been developed and implemented in consultation with the whole school community including, parents/carers, staff, governors and partner agencies.

Coit Primary School acknowledges the assistance of North Lincolnshire County Council in providing some content in this document.

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Introduction

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive s can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No child should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at Coit. This policy refers to all pupils and staff irrespective of the protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

1 Aims

This policy aims to outline what Coit Primary School will do to prevent and tackle all forms of bullying. Coit Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Coit Primary School aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be bullying
- Outline **how pupils are expected to behave**
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

2. Legislation and statutory requirements

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension in Schools September 2023](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3 Documents used in preparing this policy

- Personal, Social and Health Education (PSHE)
- Bullying no way AU
- Bully Busters
- Tackling bullying in schools A mapping of approaches A summary based on a literature review by the Anti-
- Bullying Alliance research group at Goldsmiths College, University of London, October 200
- Safe to Learn DCSF
- Sheffield Safeguarding policies and procedures 23
- Sexual Violence and Sexual Harassment between Children in schools and Colleges May 2018
- Online Safeguarding Policy September 2023
- Preventing and Tackling Bullying 2017

- Behaviour Policy 2023
- Complaints Policy September 2023
- GDPR Policy September 2023

4 What is bullying?

- Bullying is behaviour, which deliberately makes another person feel uncomfortable, distressed or threatened.
- Bullying is repeated over time.
- Bullying makes those being bullied feel powerless to defend themselves.

5 Why are we against bullying?

‘Every Child Matters’because:

- everyone has the right to feel welcome, secure and happy
- we should treat everyone with consideration
- if bullying happens it will be dealt with quickly and effectively
- it is important to tell someone
- bullying of any kind is unacceptable at our school.

6 What types of bullying are there?

Types of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, threatening, social manipulation of peers
Verbal direct or indirect	Name calling, sarcasm, spreading rumours, teasing
Physical	Hitting, Kicking, biting, nipping, pushing taking another’s belonging Any use of violence
Prejudice-based and discriminatory, including Racial Faith Based Gendered (sexist) Homophobic Biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Gendered including sexist and sexual bullying Sexual	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

	*Sexual (unwanted physical contact or attention, sexually abusive comments, sexual violence, sexual harassment, explicit sexual remarks sharing of nude/semi-nude images)
Direct or Indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, chat rooms text threats via message or calls Misuse of associated technology ie: camera and video facilities including those on mobile phones including sharing of nude and semi-nude images
Extortion	demanding money/goods with threats
*Child on child abuse	abuse from another child, intending to physically, sexually or emotionally hurt others children. (This might include physical, emotional, cyber bullying, gender-based violence, sexual harassment, sexual assaults and sharing of nudes and semi-nude images)

[Sexual violence and sexual harassment between children in schools and colleges](#)

* sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
 - up skirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

All staff should be aware that children can abuse other children (often referred to as Child on child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of Child on child abuse and know how to identify it and respond to reports. (see appendix for more information on Child on child sexual violence and sexual harassment)

7 How does bullying occur?

Bullying can be direct or it can be indirect. It can be overt and covert.

8 Where can bullying occur?

At home, at school outside of school at clubs/groups/parks/shopping areas

9 What are the signs and symptoms of bullying?

- A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;
- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour.

10 Reporting Incidents of Bullying

Pupils can report any incident to any member of staff. It will be investigated
SLT record bullying incidents on CPOMS alongside bespoke sheets for bullying/racist behaviours.
(Please also see Behaviour Policy).

Bullying Incidents are reported to the governing body once per term.

Steps to Take to sort a bullying issue

Step 1

Pupil approaches any of the following: -

Peer Mediator
Teaching Assistant
MDSA
Friend
Executive Head
Head of School
Class Teacher
Admin staff
Other teacher

Step 2

Pupil meets with form/class teacher/Head of School/ EHT

Discussion on the facts to ensure the incident is of a bullying nature

Suggested ways forward

Parents may be informed (depends on the circumstances-age, incident, previous history)

Short review time

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Step 3

Head of School/EHT leads a discussion/interview with all parties

Parents informed and invited in to discuss issue with HT suggested and agreed actions/strategies developed into personal behaviour plan

Short review time

|

Step 4

EHT/Head of School directs to a variety of help strategies delivered by 'trained' personnel eg.

- Mediation/counselling
- Anger management training & self help

- **Peer Mentor/Buddy support**
- **Circle of Friends**
- **External Agencies –via MAST form/FCAF form/PIU/Educational Psychologist**

Step 5

Executive Headteacher and Chair of Governors and inform/seek advice from LA Head of Inclusion services

Suspension

Exclusion

11 AS A SCHOOL, TO COMBAT BULLYING WE CAN:

- Organise our school in order to minimise opportunities for bullying e.g. provide increased supervision at problem times.
- Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other. (we have a week each year dedicated to anti-bullying)
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Stress firmly that all stakeholders-children, parents, staff and governors-have a responsibility to challenge bullying.
- Review the School Anti-Bullying Policy and its degree of success annually
- The School Staff will continue to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.
- Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, SEND etc
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. Provide an 'open' listening approach to encourage children who are being bullied to confide in their class teacher or other member of staff without fear of recrimination. This includes a review of what friendship really is.
- Encourage pupils to treat everyone with respect.
- We will treat bullying as a serious offence and take every possible action to eradicate it from our school.
- To build the confidence of quiet, shy or 'different' pupils who may become victims. To recognise that certain children have the potential to become victims. (e.g. EAL, SEND, Multi ethnic groups, physical differences, lower income families)
- Staff who suspect that bullying is occurring will monitor all pupils involved closely by alerting all staff across school, encouraging the child to come forward, providing other means for the children to alert staff to a potential bullying situation

12 What causes Bullying?

People bully for different reasons. The reasons could be:

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

13 Bystanders

A bystander is a person who does not become actively involved in a situation where someone else needs help (Clarkson 1996) and in this way is understood to be a passive observer who stays on the "sidelines" and does not intervene or get help, even if someone needs it. Though they do not actively participate, they encourage the perpetrators who may feel driven on by the audience.

How can bystanders help when tackling bullying behaviour?

Research has clearly demonstrated (see ABA briefing in the resources section) that bystanders play a significant role in bullying. Proactive and preventative interventions implemented at individual, class, school and community level have the potential to reduce bullying, alongside reactive strategies to deal with bullying incidents when they occur. The risks of encouraging children to intervene in bullying situations must also be acknowledged.

14 Why is it important to respond to bullying?

Bullying Hurts

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a victim of bullying.
- Bullies need to learn different ways of behaving.

Our school will respond promptly and effectively to reported incidents of bullying

15 Whole school approach to Tackling Bullying

It is generally recognised that taking a whole school approach to tackling bullying is the best way to reduce incidents and promote an environment where bullying is not acceptable.

School Level

- School week on bullying
- Better supervision at play times
- More attractive school environment/playground activities to ensure children are engaged in play
- Opportunity for parents to meet staff and discuss possible bullying incidents

Class Level

- Class rules, praise and sanctions
- Regular class meetings
- Role playing, literature, arts
- Cooperative Learning
- Common positive class activities
- Class meeting teacher – parents/children

Individual Level

- Serious talks with all children involved
- Serious talks with all parents involved
- Help from 'neutral' students
- Help and support for parents
- Discussion groups for parents of all children involved
- Change of class or school as a last resort

16 Monitoring

Patterns of bullying alongside different categories of bullying are monitored as they happen and data is updated on a bullying tracker half termly.

Name of perpetrator and victim recorded and any characteristic e.g SEND

(Please also see Behaviour Policy)

17 Evaluation

Where appropriate additional support is requested from other external agencies such as MAST to support behaviour improvements.

18 Complaints

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the EHT and then if still not

satisfied, the Chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

19 Review

The EHT/HOS monitors the effectiveness of this policy on a regular basis, reports to the governing body on the effectiveness of the policy and, if necessary makes recommendations for further improvements.

The governing body and staff review this policy every year. The governors may however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

20 GDPR

The information gathered for the purposes of monitoring bullying incidents will be used solely for this purpose. It will only be accessible to school staff involved with dealing with any bullying incidents and accessible to relevant parents and carers.

The data will be shared when a child moves to a new setting.

Records will be held on the school CPOMS system.



Appendix

[Sexual violence and sexual harassment between children in schools and colleges](#)

Part five: Child-on-child sexual violence and sexual harassment KCSIE23 sections 446 – 557

KCSIE 23

Useful sources of information and Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

02077303300

Childline – advice and stories from children who have survived bullying

08000 1111

Bullying on line

www.bullying.co.uk

Family Lives 08088002222

Contact for parents with disabled children 08088083555

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

[Cybermentors](#) (from Beatbullying)

Strategies to use in class and in school

UNICEF

The United Nations International Children's Emergency Fund (UNICEF) 'Rights Respecting Schools' award is another popular approach to ensuring positive relationships in the school community, teaching and demonstrating 'a rights-respecting guide to living'. It is built on the principle that the quality of school life will improve if children and young people learn what their rights and responsibilities are and how to put these into action.

For more information, visit www.unicef.org.uk/rrsa.

SEAL

The Social and Emotional Aspects of Learning (SEAL) programme includes an anti-bullying resource designed to support an intensive whole-school focus as part of Anti-bullying Week held in November every year. It can be used to extend learning opportunities within other SEAL themes, as an element of a response to a whole school issue, or to support cross-curricular coverage of a SEAL theme.

If you'd like further information, please visit the SEAL website or for a practical example of how this has been implemented, please check back in a few weeks to view our latest case studies.

Circle time

Circle time can be used during tutor periods as a way of encouraging children and young people of all ages to reflect on their relationships with one another, along with their individual thoughts and feelings. It can also be used to encourage problem solving within the class as a team.

For more information on circle time, visit <http://www.circle-time.co.uk/>

Peer support and Peer Mediation

Peer mentoring programmes are becoming increasingly popular in many primary and secondary schools. This method directly involves children and young people in supporting an environment where all children feel safe and feel they have someone they can talk to.

Support is available for peer mentoring initiatives through various government-funded peer support pilot projects.

Bullying Proformas and Racism Proformas for recording incidents

[Bullying Record \(Ofsted Framework Sept 2019\)](#)

Type of Bullying Involved	Cyber	
	Physical	
	Verbal	
	Homophobic	
	Biphobic	
	Transphobic	
	Disability	
	Gender	

Perpetrator Details	Gender M/F	Yr Group	Ethnicity	Previously a victim/perpetrator	Location of incident

Victim Details	Gender M/F	Yr Group	Ethnicity	Previously a victim/perpetrator	Location of Incident

Bullying incident details

Date of Incident	
Witness details	
Details	

Victim

Clear support for the victim at the time of the incident	
All staff who work with the victim informed	
Victim followed up –discussion, counselling, parents informed,	
External agencies involved	

Perpetrator

Clear reprimand for the perpetrator Sanctions applied	
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All staff who work with the perpetrator informed	
Offender followed up –discussion, counselling, parents informed,	
External agencies involved	

Whole class follow up needed (how, when where what)

Tick the most appropriate descriptor

1 No offence was intended or taken
2 Hurt or distress was caused but the offending behaviour is unlikely to be repeated
3 Hurt or distress was caused and the pupil(s) responsible had previously been warned that behaviour was unacceptable
4 Substantial hurt or distress was caused: the behaviour was based on substantial hostility and prejudice –the behaviour may be repeated

Form completed by	Date
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Bullying Log added to

RHIMS Record

Date of Incident

Type of RHIMS Involved	Cyber
	Physical
	Verbal

Perpetrator Details	Gender M/F	Yr Group	Ethnicity	Previously a victim/perpetrator	Location of incident
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Victim Details	Gender M/F	Yr Group	Ethnicity	Previously a victim/perpetrator	Location of Incident

RHIMS incident details	
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Victim

Clear reprimand for the victim	
All staff who work with the victim informed	
Offender followed up –discussion, counselling, parents informed,	
External agencies involved	

Perpetrator

Clear reprimand for the perpetrator Sanctions applied	
All staff who work with the perpetrator informed	
Offender followed up –discussion, counselling, parents informed,	
External agencies involved	

Whole class follow up needed (how, when where what)

Form completed by _____

RHIMS log added to _____